

WORLD EDUCATION NEWS & REVIEWS

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March/April 1998

Regional News

Africa

GHANA

THE ASSOCIATION OF AFRICAN UNIVERSITIES (AAU) has published its first descriptive bibliography on higher education in Africa. Containing nearly 500 references, it is an extract of a database installed by the AAU and is divided into two parts: a selective "Bibliographic List" referencing documents by author, title, editor, date of publication, etc., and a tripartite "Index" of subjects, authors and institutions. *The Bibliography on Higher Education in Africa, No. 1, 1995* is available from the Association of African Universities, PO Box 5744, Accra, North Ghana.

ABCD No. 130 Oct/97

SOUTH AFRICA

A PROMINENT BLACK EDUCATOR has attacked the government for its attempts to increase the proportion of black teachers at secondary level through "redeployment." The Vice Chancellor of the University of Cape Town, Mamphela Ramphele, calls the government's policy "practices for short-term gain, in which the losers will be the poor, who are mainly black." Dr. Ramphele says the government must balance the need to maintain teaching standards with achieving racial equity.

It is the first time that a leading black educator has confronted the government. Dr. Ramphele has impeccable credentials because of her ties with the Black Consciousness movement and her credibility among whites, who recognize her efforts to keep UCT as a center of excellence. The plan to force teacher redeployment without attractive incentives recently was ruled illegal by a High Court, but the government has threatened to appeal the decision.

Times Higher 12/19/97

Asia-Pacific

AUSTRALIA

THE UNIVERSITY OF BALLARAT, once Australia's smallest public university, has expanded more than fourfold as the result of a merger with Victoria's School of Mines and Industry and the Wimmera Insti-

tute of TAFE, effective January 1, 1998. The amalgamations increase enrollments for the university from little more than 4,000 to 18,500 full and part-time students. *Campus Review 12/3-9/97*

FOREIGN STUDENTS enrolled in Australian institutions in 1996 rose by 18.9 percent over 1995 figures, but the proportion in higher education fell by more than two percent while the proportion in vocational education and training rose by nearly two percent, according to the Department of Employment, Education, Training and Youth Affairs.

The total overseas student figure for 1996 was just over 140,000, compared with 120,000 in 1995. Nearly half were enrolled in business administration and economics. Asian countries remained the top ten sources of overseas students and continued to account for 84 percent of overseas students in Australia.

In 1996 South Korea became the largest source of overseas students for the first time, supplanting Indonesia. The two leaders were followed by Malaysia, Japan, Singapore, Hong Kong, Taiwan, Thailand, India and China, in that order. Monash University reported the highest number of overseas students, ten percent of its total enrollment. *Campus Review 9/3-6/97*

CHINA

ON-LINE ACADEMIC EXAMINATIONS are a future goal of the National Education Examinations Authority (NEEA) under the State Education Commission. A project to link NEEA's main buildings in Beijing to the Internet and Intranet will be completed early this year, giving NEEA access to all on-line information sources, including the US Education Testing Service and Britain's University of Cambridge Local Examinations Syndicate. NEEA is responsible for the overall management of more than 10 major national academic examinations in China. These include college entrance examinations for high school graduates,

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Regional News

adults and self-taught students and overseas examinations such as TOEFL, GRE, GMAT and BEC. The completed project also will enable NEEA to disseminate its examination results quickly and accurately to other countries.

China Daily 1/7/98

INDIA

THE MADURAI COMMUNITY COLLEGE, a job-oriented, skill-based, work-related institution founded by the Jesuits, opened on the Loyola Technical Institute campus in Tamil Nadu in July 1997. It aims to provide students with skills in the commerce, business, industry or service sectors, which are needed in the local economy. The College offers one-year diploma programs to students who have completed their undergraduate degree in arts and science colleges, or who have completed secondary school and are studying at an arts and science college. These programs include, among others, Textile Technology, Hospital and Allied Health Services, Sales and Marketing Management, Automobile Service and Maintenance. The College also offers early school-leavers and people already in the work force certificate programs in various trades, such as Air-conditioning and Refrigeration, Cargo Management, Small Business Development, etc. The certificate programs are taught in two semesters, and include an internship in the second semester.

University News 10/13/97

JAPAN

THE JAPAN COLLEGE OF FOREIGN LANGUAGES (JCFL) is run by Bunsai Gakuen College, a not-for-profit educational foundation. It is also referred to as a "*Senmon Gakko*" or "*Senshu Gakko*" (Professional School), which means that it has special recognition from the Japanese Ministry of Education.

There are three types of *Senshu Gakko*. *Koto Senmori Gakko*, to which those who finished nine years of education can be admitted; *Senmon Gakko*, to which those who completed 12 years of education can be admitted; and miscellaneous schools.

As of 1992, the Ministry of Education allowed credits earned at *Senmon Gakkos* to be accepted as college level credits, transferable to two- and four-year institutions of higher education, provided that the *Senmon Gakko* had a minimum of 40 students and offered at least a one-year program with 800 hour/year contact hours. *Senmon Gakkos* do not grant degrees. Their credits are transferable to degree-granting programs at other institutions.

JCFL was founded in 1970 and has two main campus sites in Tokyo and Osaka serving about 3,500 students. The college offers both academic courses and intensive training in English to prepare students for further education abroad, and has formal transfer agreements with about 40 colleges in the US.

Correspondence from Bunsai Gakuen College 12/97

KOREA

PROSPECTIVE ESL TEACHERS are being warned by the American Embassy about some problems they may encounter in-country. Most of the problems seem to occur among teachers who have been contracted to work for private language schools (*bagwons*). According to Kathryn Berck, Chief of American Citizen Service in Seoul, "Despite contract language promising good salaries, furnished apartments and other amenities, many teachers find that they actually receive much less...some do not even receive benefits required by Korean law, such as health insurance and severance pay."

The types of employers of English language teachers in Korea include:

- *Hagwons* or *bakwons*: Private language schools where employees work 20-30 hours per week at an average salary of 1.3 million won per month (US \$1,850).
- *Chaebol*: Large corporate groups that run their own in-house ELT programs. Teachers should expect 30+ hours of duty as well as campus living or a long commute from Seoul. Typical salary is 1.5 million to 2 million won per month (US \$1,850-2,500).
- University Institutes: High pay and low turnover. Probably an MA in TESOL, plus considerable experience is needed to get a job.
- Provincial universities: A non-Korean is considered part of the faculty.
- Government/Research employment: Employees proofread correspondence, write speeches and sometimes teach. Pay is reasonable and housing may be provided.
- The Koretta/Epik Government Program places English speakers in every school district, giving the ESL teacher a chance to really get to know the country and its people.

Part-time employment is illegal if performed outside of an existing contract with a school.

American Language Review May/June 1997

MALAYSIA

NILAI COLLEGE, operated by a consortium of Australian universities led by La Trobe University, officially opened south of Kuala Lumpur in November 1997. Classes officially began January 5.

In October, the Malaysian government implemented a series of moves to promote twinning programs with foreign universities. To turn students to local colleges, the government reduced the tax deductibility of overseas education expenses and increased the price of passports.

The new campus of Nilai College is to be built in stages, with a targeted capacity of 6,000 students. Stage I has opened with a capacity for 2,000 students. The college operates on a trimester basis, which allows for accelerated study through the first one or two years before students go to Australia to complete their degrees.

The Western Metropolitan Institute of TAFE will pro-

vide certificate and diploma studies in hospitality, business and engineering. A university program in engineering is set to start in 1999 and other programs are under consideration.

Campus Review 11/19-25/97

PACIFIC ISLANDS

THE UNIVERSITY OF THE SOUTH PACIFIC (USP) is a regional university established in Fiji in 1968 by New Zealand and the UK. It is supported by 12 Pacific island governments whose countries span an area four times the size of Europe. These countries include the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Samoa.

USP now has three major campuses: Laucala at Suva, Fiji; Alafua in Western Samoa; and the recently-opened Emalus campus at Vanuatu. It also offers a comprehensive system of distance education, ensuring that students from even the most remote locations will have access to higher education. In 1997, the enrollment of 9,000 (5,000 full-time) included students from 25 countries. More than 54 percent elected to study by distance education.

The Fiji campus houses three schools (Humanities, Pure and Applied Sciences, and Social and Economic Development) as well as five institutes (Applied Sciences, Education, Justice and Applied Legal Studies, Pacific Studies, Social and Administrative Studies), two centers (Center for the Enhancement of Learning and the Oceania Center of Pacific Arts and Cultures) University Extension, and the Computer and Media Centers. The Emalus campus houses the School of Law and the Pacific Language Unit. The Alafua campus has the School of Agriculture and the Institute of Research, Extension and Training in Agriculture.

Of the 882 students who completed their studies in 1996, 546 were at degree level and 39 were at postgraduate certificate and diploma level. More than 30 students successfully completed Master's programs in 1996, compared with just seven in 1990.

Campus Review 11/26-12/2/97

PAKISTAN

THE UNIVERSITY OF PUNJAB was the only university in Pakistan when it became a state in 1947. Today, Pakistan has 28 public and private universities and over 100 "affiliated" or "constituent" colleges, technical training institutes, teacher training schools, and other specialized institutions. Higher education continues to be conducted mostly in English.

About 67 percent of all public university income comes from federal grants. All appointments of faculty and administrators are made by the Ministry of Education, thereby depriving universities of any autonomy.

Regional News

Pakistan has no compulsory education and spends a smaller percentage of its national budget on education than any of its South Asian neighbors. The result has been a grossly underfunded public higher education system, unable to pay decent salaries, maintain libraries, purchase minimal supplies, or even keep physical facilities from crumbling.

Nevertheless, the number of young people seeking higher education continues to grow sharply each year. With the state incapable of keeping pace with this growth, the government has tacitly allowed the private higher education system to expand with minimal oversight. Six new universities have recently been awarded charters by the Ministry of Education, with another six under review. Bright spots in this booming private sector are institutions such as the Aga Khan University and Hamdard University in Karachi, and the Lahore University of Management and Sciences. But many other private institutions that have opened violate basic ethical, if not legal, standards. Many bill themselves as full-fledged, accredited, branch American universities, or as affiliated with American universities and awarding degrees from their American affiliate. The majority of these claims are fraudulent. While the existence of multi-national diploma mills is a worldwide phenomenon, there are so many such institutions in Pakistan that the University Grants Commission is being pressured by influential groups to give official recognition to these degrees to enable graduates to take government jobs.

International Higher Education Fall 1997

Europe

FRANCE

GRANDES ÉCOLES are as "closed as clams" and the leading schools will be "forced" to open up to more foreign students to reach enrollments comprised of one-third foreigners. This pledge was made by education minister Claude Allegre as he unveiled his two "key new aims" since taking the post last June. A commission is now drawing up recommendations to bring universities and *Grandes Écoles* closer, and to make the *Écoles* more "innovative."

Allegre aims to open up universities to life-long learning, and higher education institutions to European and international exchange. All of France's universities have been invited to submit proposals for permanent and comprehensive professional training courses, based on links with business and industry, which would remain open all year long with courses continuing throughout the academic vacations. Students would be able to enroll at any time in their professional lives to enhance or gain qualifications.

The Times Higher 10/10/97

ITALY

A MASTER IN ECONOMIA E TECNICA DEL TURISMO, offered by the Centro Italiano di Studi Superiori sul Turismo e sulla Promozione Turistica-Assisi (PG), is really a *Diploma Universitario (DU)*. According to the Fondazione Rui, the degree was "inappropriately named" and from 1995, was transformed into a *DU* of the University of Perugia, with legal validity on the whole national territory.

The education and training of future professionals in the tourism sector has these basic characteristics, as stated in the *Corso Master in Economia e Tecnica del Turismo*:

- admission requires the *Diploma di Scuola Media Superiore* or *Diploma di Maturita* (which grants access to university studies after 13 years of previous schooling), or a comparable foreign qualification
- the length of the program is three years
- the curriculum includes ten basic compulsory subjects, five elective subjects to be chosen from a list given by the Centro, and two foreign languages
- The grading scale used in annual examinations is 0 - 30, with 18 as a minimum qualifying grade.
- The degree of Master is awarded to students who have completed all course requirements, have prepared and defended a dissertation and passed a final examination based on a scale of 0 - 110, with 66 as the minimum passing grade.

Correspondence from Fondazione Rui 12/97

UNITED KINGDOM

NURSING inevitably will become a degree-only profession, say nurse educators, as nurses increasingly are asked to fill more intellectually demanding roles.

In the past decade, "Project 2000" was developed to meet health-care needs in the year 2000. It is a three-year program which places equal emphasis on academic study and practical training, unlike the former three-year nursing programs, which had less academic content. It results in both a Registration Certificate and a Diploma of Higher Education. The latter is considered to be 2/3 of a bachelor's degree. Graduates of the program are eligible to receive their bachelor's degree after a further year of full-time study; more than half of graduates aspire to a degree.

Christine Hancock, general secretary of the Royal College of Nursing, said, "Nursing has changed more in the past 50 years than ever before. Now it's time to open up discussions as to how we educate nurses for the year 2001 and beyond."

Due to poor education planning in the past, nursing is suffering serious staff shortages while demographic changes are placing new demands on the workforce.

Ms. Hancock said that it was necessary to make nursing a graduate profession for parity with other health professions and to boost the status of nursing.

"All the evidence shows that when you raise the entry gate for nursing, popularity increases," said Ms. Hancock. She fears, however, that there may be a push to deliver degrees in three years and a lack of recognition of the difference between three- and four-year degrees.

Times Higher 11/21/97

DEGREE INQUIRY PLEA: The Garrick committee, the Scottish arm of the Dearing inquiry, questioned the current dominance of the four-year degrees taken by 70 percent of students in Scottish higher education institutions. It proposed instead greater emphasis on a three-year general degree.

Sir Steward Sutherland, principal of Edinburgh University, said it was now incumbent on all institutions to examine the added value of the fourth year, and Edinburgh was about to embark on this. "For us, a key question will be whether the extra year, which provides the outstanding opportunities of studying a subject in depth in a research-led and equipped university, is justified in some, most or all cases," he said.

He warned the value of the three-year degree lay in the hands of employers and the job advertisements they issued.

Times Higher 11/21/97

Latin America

BOLIVIA

PRIVATE UNIVERSITIES: During the 1990s, Bolivia experienced strong growth in private higher education. The first private university, the Universidad NUR, was authorized to operate in 1982. There are now 27 private universities in operation. (Universidad Católica Boliviana is a private institution which enjoys the status of a public university.)

Private universities offer programs leading to the intermediate degree of *Técnico Superior* (Higher Technician), the full university degree of *Licenciado* (Licentiate) or a *Título Profesional* (Professional Title) such as *Ingeniero Comercial* (Commercial Engineer), and graduate programs leading to the *Maestría* (Master's) degree. Currently, none offer the *Doctor* (Doctorate).

Public universities include: Universidad Autónoma "Gabriel René Moreno," Universidad Autónoma "Tomas Frías," Universidad Boliviana "Juan Misael Saracho," Universidad Mayor de San Andrés, Universidad Mayor de San Francisco Xavier, Universidad Mayor de San Simon, Universidad Técnica del Beni, and Universidad Técnica de Oruro.

Private universities must seek not only institutional authorization, but also authorization for each and every program. Institutions and individual programs may be approved by executive and/or ministerial decree.

University	Location	Date of Authorization
Univ. Abierta Latinoamericana,	Cochabamba	8/15/95
Univ. Adventista de Bolivia,	Cochabamba	7/31/91
Univ. American,	La Paz	3/27/96
Univ. Boliviana de Informática,	Sucre	3/11/94
Univ. Central de Cochabamba (branch),	La Paz	11/08/95
Univ. Central de Cochabamba,	Cochabamba	12/14/90
Univ. Cristiana de Bolivia,	Santa Cruz	4/13/94
Univ. Contemporanea,	La Paz	1/25/95
Univ. de Aquino Bolivia (branch),	Oruro	2/21/96
Univ. de Aquino Bolivia,	La Paz	2/06/95
Univ. de la Amazonia Boliviana,	Riberapia	5/23/96
Univ. Evangélica Boliviana,	Santa Cruz	3/02/82
Univ. Franz Tamayo,	La Paz	4/05/93
Univ. Iberoamericana,	La Paz	8/05/93
Univ. Loyola,	La Paz	2/20/96
Univ. Nuestra Sra. de la Paz,	La Paz	7/22/92
Univ. NUR,	Santa Cruz	8/28/82
Univ. Privada de Bolivia,	Cochabamba	9/23/92
Univ. Privada de Santa Cruz de la Sierra,	Santa Cruz	6/27/86
Univ. Privada del Altiplano,	Oruro	1/27/93
Univ. Privada del Valle (branch),	Trinidad	3/30/94
Univ. Privada del Valle (branch),	Sucre	3/30/94
Univ. Privada del Valle,	Cochabamba	11/04/88
Univ. Prouniversidad,	La Paz	1/25/96
Univ. San Bernardo,	Larua	7/28/93
Univ. Santo Tomás,	La Paz	7/21/93
Univ. Técnica Privada "Cosmos" (branch),	Potosí	4/03/96
Univ. Técnica Privada "Cosmos",	Cochabamba	4/06/93
Univ. Técnica Privada Santa Cruz,	Santa Cruz	4/13/94
Univ. Tecnológica Boliviana,	La Paz	4/05/93
Univ. Unión Evangélica Boliviana,	La Paz	5/08/89

Source: Revista Educación Superior y Sociedad Vol 8/97

Middle East

ISRAEL

THE COLLEGE OF MANAGEMENT-ACADEMIC AFFAIRS, Tel-Aviv, is an accredited institution of higher education in accordance with the Council for Higher Education Law of 1958. The College is authorized to award the degrees of Bachelor of Business (BBus), Bachelor of Law (LLB) and a Bachelor in Media Studies.

Correspondence, Secretary of Academic Affairs, Israel

BRANCHES OF FOREIGN COLLEGES are proliferating so rapidly that many educators question whether higher education in Israel is in the midst of a healthy, free-market expansion, or is being flooded with imported academic programs of questionable quality.

